NATIONAL INTEGRITY DISCOURSE IN THE CURRICULUM OF KHYBER PAKHTUNKHWA: AN ANALYSIS

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ABSTRACT

This study examines the incorporation of national integrity discourse in Khyber Pakhtunkhwa's (KP) curriculum, essential for fostering unity and patriotism. Through qualitative analysis of official curriculum documents, including textbooks and policies, this research evaluates the representation of national integrity values. It assesses areas such as national history, cultural diversity, civic education, and citizenship rights, aiming to align curriculum content with government objectives of promoting unity and tolerance. While KP's curriculum partly reflects government objectives, gaps exist in comprehensive coverage of cultural diversity and citizenship rights. Additionally, there's scope to enhance critical thinking and ethical reasoning components. Addressing curriculum deficiencies is crucial to effectively instilling national integrity. Collaboration among policymakers, educators, and curriculum designers is necessary to bridge these gaps, fostering a stronger sense of national identity among KP's youth. Revising curriculum guidelines to include explicit directives on cultural diversity and citizenship rights, emphasizing critical thinking in teacher training, and involving stakeholders in curriculum development processes can enhance the integration of national integrity discourse.

Keywords: National Integrity, Curriculum Analysis, Text Books, Khyber Pakhtunkhwa.

INTRODUCTION

National integrity, defined as the promotion of unity, cohesion, and loyalty towards the nation, holds significant sway over the identity and social cohesion of any society. In the diverse and multicultural landscape of Pakistan, fostering national integrity becomes even more imperative. Educational institutions' curriculum emerges as a powerful instrument for imparting values, facts, and attitudes to the younger generation. Wood (2014) defines national identity as an individual's allegiance to their community, shaped by shared history, ancestry, culture, or nationhood.

However, Pakistan grapples with challenges stemming from the absence of a definitive national identity, leading to issues like unchecked provincial bias, lack of national interest, and deficient citizenship (Lall, 2008). Curriculum development based on nationalistic biases, narrow ideologies, religious and cultural fanaticism, and contradictory historical narratives further exacerbates social discord, hindering the nation's progress (Muhammad, 2019).

Education significantly influences individuals' beliefs, attitudes, and identities within society. Within the context of Khyber Pakhtunkhwa (KP), the province's curriculum serves as a focal point for discussions on fostering national integrity while embracing regional diversity. It not only educates students but also fosters social cohesion and nurtures a sense of national identity. This chapter delves into the significance of KP's curriculum in nurturing national integrity, while also acknowledging and celebrating the province's rich cultural heritage and diversity.

Literature Review:

Mahmood and Khan conducted a content analysis of the curriculum documents in Khyber Pakhtunkhwa to assess the representation of national integrity values. Their study examined various aspects such as national history, cultural diversity, civic education, and citizenship rights. They found that while some elements of national integrity discourse were present, there were significant gaps in comprehensive coverage, particularly regarding cultural diversity and citizenship rights (Mahmood, Khan, 2020). Ahmad and Ali explored teachers' perceptions regarding the integration of national integrity discourse in the curriculum of Khyber Pakhtunkhwa. Through qualitative interviews with educators, they examined how effectively the curriculum addressed national identity, citizenship rights, and cultural diversity. The study revealed that while teachers recognized the importance of incorporating these values, they also highlighted challenges related to curriculum implementation and resource constraints (Ahmad and Ali, 2018).

Khan and Ullah conducted a case study to explore students' perspectives on national integrity discourse in Khyber Pakhtunkhwa's curriculum. Through surveys and focus group discussions, they examined students' understanding of national identity, cultural diversity, and citizenship rights. The findings suggested that while students valued the inclusion of these topics, there was a need for greater emphasis on critical thinking and ethical reasoning within the curriculum (Khan Ullah, 2019). Haq and Jan conducted a policy analysis to identify challenges and opportunities in integrating national integrity discourse into Khyber Pakhtunkhwa's curriculum. Through a review of educational policies and guidelines, they examined the government's objectives and strategies for promoting unity and tolerance through education. The study identified gaps in policy implementation and recommended strategies for enhancing curriculum content, teacher training, and stakeholder engagement to better align with national integrity goals Haq and Jan, 2017).

These studies collectively highlight the importance of addressing curriculum deficiencies and improving the integration of national integrity discourse in Khyber Pakhtunkhwa's educational system. By understanding the perspectives of various stakeholders, including teachers and students, policymakers can develop more effective strategies for promoting unity, tolerance, and a stronger sense of national identity among KP's youth.

Research Methodology

In the realm of international relations and political science, researchers typically adhere to two methodological stances: the positivist or behaviorist approach, and the post-positivist or interpretive approach (McNabb, 2015). While the former is associated with quantitative research, the latter, also known as qualitative research, encompasses the realist, hermeneutic, or narrative research (Oakley, 2002). These methodological approaches are pivotal for gaining insights into the political world (Marsh, 2002). This research adopts a qualitative, descriptive-interpretive case study approach, focusing on the analysis of the National Integrity discourse in the curriculum of Khyber Pakhtunkhwa. The interpretive approach, grounded in descriptive methods, relies solely on secondary data obtained from diverse sources such as books, journals, and online portals. Data analysis, a critical phase in research, involves summarizing and evaluating collected data through logical reasoning (Bazeley, 2013). Thematic analysis, a qualitative method, aids in identifying recurring patterns within the data set (Clarke, 2014), offering flexibility across various theoretical frameworks and study designs.

Social Identity Theory:

In the context of KP's curriculum, SIT offers valuable insights into how students' social identities intersect with broader national narratives. By analyzing curriculum documents through the lens of SIT, educators can identify potential biases, stereotypes, and gaps in representation that may affect students' sense of belonging and inclusion. Moreover, SIT highlights the importance of positive intergroup interactions and cooperative learning experiences in fostering a shared sense of identity among diverse student populations (Haslam et al., 1996). SIT also underscores the role of cognitive processes, such as categorization and social comparison, in shaping individuals' self-concept and group membership. Curriculum interventions informed by SIT principles can promote inclusive representations of cultural diversity and citizenship rights, challenging dominant narratives that reinforce exclusionary practices (Tajfel and Turner, 1979). Additionally, SIT emphasizes the role of leadership and authority figures in shaping group norms and fostering a sense of collective identity. Educators and

policymakers can leverage this aspect of SIT to promote inclusive teaching practices and create supportive learning environments where all students feel valued and respected.

Furthermore, SIT highlights the importance of social identity salience, or the degree to which individuals perceive their group membership as central to their self-concept. Curriculum initiatives that emphasize common identity markers while celebrating cultural diversity can enhance social identity salience and promote a shared sense of national belonging. By incorporating multicultural perspectives and narratives into curriculum content, educators can validate students' diverse experiences and foster a sense of pride in their cultural heritage while promoting national unity

National Integration in Pakistan

According to Shakir (1982), the primary objective of national integration is to unite disparate groups and transform them into a cohesive political community, which is essential for the economic and political development of the nation. This task proves particularly challenging in multiethnic countries, as highlighted by Malick (1989), who underscores the importance of harmony building for national integration. Since its inception, Pakistan has grappled with various issues, including a lack of national cohesion and sectarian conflicts. Despite the attention given by the country's founding fathers to integrate Pakistan's diverse ethnic and sectarian groups, they could not anticipate the challenges that would hinder national integration. Unlike Nehru's efforts in India, Pakistan's founding father could not significantly contribute to his country's development due to his untimely demise. Consequently, Pakistan still struggles with national integration and a pervasive national identity today, as successors failed to address the impending challenges (Shakir, 1982).

The failure to learn from history, particularly the fall of Dhaka, has exacerbated issues such as regional divisions, center-province relations, ethnic tensions, and elitist policies (Awan, 2012). These challenges, compounded by factors like political instability, poverty, sectarianism, terrorism, and separatist movements, have hindered progress in national integration (Malick, 1989). Extremism has emerged as a significant obstacle, with conservative ideologies leading to riots in 1954, perpetuating violence against minorities and impeding their participation in national development (Awan, 2012). This focus on short-term operations rather than long-term planning has further hindered progress in national integration.

Analysis of Selected Text-books

Since its establishment, successive Pakistani governments have actively utilized curriculum and textbooks to propagate and instill Islamic ideology and values among the younger generation, aiming to foster a unified national identity in a diverse society (Khalid & Khan, 2006). This research scrutinizes the curriculum as depicted in textbooks published by the Khyber Pakhtunkhwa Textbook Board. Specifically, the 12th-grade Pakistan Study and Civics textbooks are selected for thematic analysis to narrow the study's focus.

Ideology of Pakistan

In chapter 1 of the 12th-grade Pakistan Studies textbook, it states, "Pakistan is an ideological state that was founded by the ideology of two nations theory and ideology of Pakistan." This assertion aligns with Shafqat (2009), who argues that Muslims in undivided India identified with Islam as their primary source of identity, leading to the creation of Pakistan to safeguard Islamic beliefs. The textbook further emphasizes that accepting Islam's central role is vital for reconciling Pakistan's ethnic and linguistic diversity (Shafqat, 2009). The chapter underscores the significance of ideology in preserving national identity, echoing Arthur's (2005) definition of national identity as a representation of national symbols. It attributes the foundation of Pakistan's ideology to Sir Sayed Ahmed Khan and elucidates four pillars upon which it stands: Islam, democracy, social justice, and equality.

Additionally, the chapter provides a historical overview, commencing with Muhammad Bin Qasim's invasion of Sindh in 712 AD, and emphasizes Islam's influence through the conquests of Muslim rulers and the preaching of saints and Sufis. It delves into significant events such as the British arrival, repercussions of the 1857 War of Independence on Muslims, and the founding of the All India Muslim League. The chapter concludes with a discussion on Pakistan's efforts to establish a shared national identity based on Islamic nationalism, highlighting challenges due to conflicting ideas. Ahmad (2008) discusses the transition in Pakistan's curriculum policy from

Islamic nationalism to democratic pluralism, leading to revisions in the Pakistan Studies textbooks in Punjab in 2012, aimed at fostering a more inclusive national identity.

Problems of Pakistan

It attributes some of Pakistan's early difficulties to the conflicting and hostile attitudes of Hindus towards the newly formed nation-state. All India Congress leaders are depicted as actively working against Pakistan shortly after its independence, exacerbating the country's initial issues (Shafqat, 2009). The chapter highlights the Radcliffe Award as a pivotal event that contributed to Pakistan's boundary problems, further complicating its early years. Additionally, it discusses Muhammad Ali Jinnah's efforts to address various challenges such as displacement, provincial biases, and issues with asset distribution and state accession (Shafqat, 2009).

Emphasizing citizenship education, the chapter aims to underscore Pakistan's fundamental challenges and the role citizens play in addressing them. However, the nation-statist definition of Pakistani identity primarily revolves around hostility towards India, rather than addressing issues of national integration (Jaffrelot, 2002). This narrative, emphasizing enmity towards India, has been utilized by Pakistani administrations to foster exclusionary practices (Jaffrelot, 2002). Contrary to the pluralist notion of identity, Islamist and nationalist perspectives dominate the discourse on Pakistani national identity (Shafqat, 2009). Chapter 3 of the textbook delves into Pakistan's geography, underlining its significance on the world map and its strategic importance among other nations due to its location (Shafqat, 2009). The chapter provides details on Pakistan's total area, which spans 796,096 square kilometers.

Geography of Pakistan

The textbook delves into Pakistan's land and aerial connections, highlighting its direct and indirect links with other countries. Pakistan's geographic location is detailed, emphasizing its significance due to its borders with various countries and regions worldwide. Reports underscore Pakistan's position spanning several Islamic nations, positioning it centrally within the Islamic world (Shafqat, 2009). Furthermore, Pakistan's adjacency to China, a contemporary developed nation, enhances its prominence on the global stage. In subsequent sections, Pakistan is depicted as a gateway to Central Asian states, with detailed descriptions of its diverse geographical features such as mountain ranges, river valleys, deserts, and coastal regions. These discussions underscore Pakistan's unique geological landscape and contribute to shaping its identity (Shafqat, 2009).

The chapter also explores Pakistan's climate, dividing the country into five key regions based on climatic conditions. These regions include the cold, harsh climates of the northern plateau, the temperate Indus region, the arid Baluchistan region, and the coastal areas in the west. The diverse climate zones highlight Pakistan's significance and contribute to its identity (Shafqat, 2009). Furthermore, the chapter examines the future of tourism in Pakistan, highlighting various tourist destinations known for their scenic beauty and pleasant climate. These destinations not only enhance Pakistan's allure but also position it as an attractive travel destination (Shafqat, 2009).

Pakistan as an Islamic Democracy

It notes the historical significance of the passage of the Objective Resolution on March 12, 1949, which marked the beginning of Pakistan's journey towards becoming an Islamic democracy (Shafqat, 2009). This resolution aimed to uphold Islamic democratic ideals, including the supremacy of Allah Almighty, adherence to Islamic teachings in personal and social life, protection of minority rights, and provincial autonomy within a federal state (Shafqat, 2009). The Objective Resolution is described as the preamble to Pakistan's constitution-making process, declaring Pakistan as an Islamic democratic nation-state (Shafqat, 2009). The discussion further explores the Islamic elements embedded in the 1956, 1962, and 1973 constitutions, emphasizing Islam as the official religion and the establishment of Islamic doctrinal councils (Shafqat, 2009).

Following General Zia's coup in 1977, significant Islamization efforts were undertaken, including legal and social reforms aimed at aligning the legal system and society with Islamic principles (Shafqat, 2009). These reforms included the implementation of Hudood Ordinance, mandatory Zuhur prayer in government buildings, regular broadcasting of Azaan, and prohibition of non-Islamic literature (Shafqat, 2009). Successive governments post-1988 continued the Islamization process initiated by General Zia, gradually shaping the country's

educational system to prioritize Islamic faith in defining national identity (Nayyar & Salim, 2003; S. S. Ali & Rehman, 2001). Saigol (1995) explains that the failure of attempts at national integration led to the increasing invocation of religion as a unifying force, contributing to Pakistan's Islamization process (Saigol, 1995).

Good governance in Pakistan

Chapter five of the same textbook, starting from page 85, delves into Pakistan's administrative structure and effective governance. It asserts Pakistan's federal status, delineating its division into provinces with constitutional powers (Shafqat, 2009). Detailed discussions on the roles and authorities of the president, supreme court, prime minister, federal cabinet, parliament, and provincial governments provide a comprehensive overview of Pakistan's administrative framework (Shafqat, 2009). Furthermore, the chapter explores the fundamentals of democracy, with an extensive examination of basic democracy's history, components, and powers. It also touches upon the concept of good governance in Islamic governance, highlighting the significance of historical incidents in Islamic history regarding sound governance (Shafqat, 2009). Principles such as education, women's rights, labor rights, democracy, public administration, welfare administration, protection of fundamental human rights, and judicial independence are discussed to underscore the importance of good governance (Shafqat, 2009).

Culture of Pakistan

It begins with an elaborate discussion on the relevance, definition, and various dimensions of culture (Shafqat, 2009). Highlighting the dynamic nature of culture, it emphasizes its close relationship with history and how humans adapt to cultural changes as per their needs (Shafqat, 2009). On page 118, the chapter asserts Pakistan's rich heritage of ancient culture and civilization, referencing the renowned book "A Study of History" published in 1934 (Shafqat, 2009). The subsequent sections delve into the diverse local cultures of Pakistan, providing detailed insights into the characteristics of Pashtun, Punjabi, Sindhi, and Balochi cultures (Shafqat, 2009). The discussion on Pashtun culture highlights their traits such as hard work, hospitality, love for weaponry and horseback riding, respect for elders, and pursuit of an independent lifestyle (Shafqat, 2009). Similarly, Punjabi culture is depicted through

its congregations, cultural events, marital rituals, and love for activities like kite flying and devotion to saints (Shafqat, 2009).

The chapter also explores Sindhi culture, tracing its ties to the ancient Mohenjo-Daro civilization and highlighting its unique customs such as Karokari, Nikah with the Quran, and embroidery on clothing (Shafqat, 2009). Additionally, Balochi culture is described in terms of its geographical, historical, and sociocultural aspects, including the sardari system, wedding rituals, cuisine, and influences from Iranian culture (Shafqat, 2009). Furthermore, the chapter discusses the history of Pakistan's ancient civilizations like Gandara and Mohenjo-Daro, underscoring the similarities between local and ethnic cultures in terms of religious practices, ethnic diversity, gender roles, social values, attire, cuisine, literary works, sports, and ceremonial rituals (Shafqat, 2009).

Languages of Pakistan

Chapter seven of the study guide explores the languages of Pakistan, emphasizing their significance in human social interaction. Urdu is recognized as the country's official language due to its widespread understanding among the populace and its role in connecting all provinces, thus fostering a sense of national identity (Shafqat, 2009). A brief history of Urdu, tracing its origins and development, is provided, highlighting its synthesis of various ancient languages (Shafqat, 2009). Regional languages are discussed extensively, starting with Punjabi, originating from the five-river region of Punjab. The chapter explores the close association of Punjabi with saints and Sufis, its literary traditions, and renowned folktales such as Heer Ranjha and Sassi Punnon (Shafqat, 2009). Similarly, Pashto is depicted as the mother tongue of Pashtoons, with a rich literary heritage and contributions from poets like Rehman Baba and Khushal Khan Khattak (Shafqat, 2009). The chapter delves into Sindhi, the oldest language in Pakistan, tracing its roots to the Mohenjo-daro Civilization and its diverse linguistic influences (Shafqat, 2009). Sindhi literature, folktales, and the influence of saints like Shah Abdul Latif Bithai are highlighted (Shafqat, 2009). Balochi, spoken in Baluchistan, Sindh, and southern West Punjab, is also discussed, emphasizing its poetic traditions, thematic diversity, and role in expressing romanticism and folk culture (Shafqat, 2009).

National unity

The significance of maintaining national unity is underscored, with discussions on various issues such as world peace, effective leadership, economic stability, safety of minorities, and education and health (Shafqat, 2009). The chapter addresses the challenges faced by Pakistan in achieving national unity, including weak democratic institutions, constitutional disrespect, nepotism, corruption, and extremism (Shafqat, 2009). The importance of political parties in addressing these challenges is explored, along with the role of the rule of law, transportation, and media (Shafqat, 2009). Furthermore, the chapter discusses how the general public, particularly students, can contribute to resolving the issue of national unity. It emphasizes the responsibility of individuals in promoting better education, a just economy, administrative efficiency, measures against provincial prejudice, peace, national loyalty, and respect for others' rights (Shafqat, 2009).

Civics education of Pakistan

The study focuses on analyzing the 12th-grade Civics textbook, particularly the chapter on the Government of Pakistan, to narrow down its scope (Shafqat, 2009). The first chapter delves into the subject of ideology, extensively discussing the foundation of Pakistani ideology and its founding ancestors (Shafqat, 2009). The history of Pakistan, dating back to around 1700 BC with the Indus Valley Civilization, is introduced, highlighting significant constitutional milestones from acts in 1909, 1919, and 1935 (Shafqat, 2009). A comparative analysis of Pakistan's democracy and dictatorship is conducted across multiple pages, exploring the dynamics of authoritarian administrations and democratic governance (Shafqat, 2009). The chapter delves into the challenges faced by democratic governments in meeting the needs of the populace, accompanied by historical overviews of political and constitutional reforms and developments (Shafqat, 2009). Additionally, strategies to further democratize the Pakistani government are explored, including public engagement, media freedom, political culture, judicial independence, and respect for human rights and merit (Shafqat, 2009).

Organs of government of Pakistan

In the later sections of the chapter, various government bodies are discussed, with detailed examinations of legislative and parliamentary functions (Shafqat, 2009). On page 16, the functions of the legislative body, including executive, financial, judicial, electoral, and other functions, are explored independently (Shafqat, 2009). Further elaboration on executive functions is provided on pages 22 and 23, encompassing executive, legislative, judicial, military, diplomatic, financial, developmental, and other functions (Shafqat, 2009). The roles of the judicial system, police, and military are also discussed within the same subject (Shafqat, 2009). Chapter 7 of the study guide, focusing on specific issues related to national identity and citizenship instruction, is chosen for thematic analysis, particularly the theme of diversity and peace (Shafqat, 2009). A brief coverage of the topic of peace is provided on page 135, emphasizing the significance of a peaceful society (Shafqat, 2009). Definitions of peace, as characterized by freedom from war and conflict and the predominance of nonviolence and acceptance, are explored (Shafqat, 2009). The traits of a peaceful society and the causes of disputes and wars at local, national, and worldwide levels are also examined (Shafqat, 2009).

Peace and stability in Pakistan

On page 139, the study delves into the repercussions of conflicts and wars, addressing their impacts on local, national, and international levels (Shafqat, 2009). It scrutinizes the groups affected by wars at these varying scales, encompassing national and international groupings, discrimination, diversity, prejudice, stereotypes, and scapegoating (Shafqat, 2009). Further, on page 146, the characteristics of heterogeneous societies are analyzed, focusing on aspects such as mixed culture, collaboration, political and economic instability, and a trend towards competitiveness (Shafqat, 2009). Finally, on page 147, Pakistan's diversity-related challenges are discussed, shedding light on the issues prevalent within the country (Shafqat, 2009).

Diversity in Pakistan

On page 148, the text underscores the significant role played by various cultures, values, and beliefs within society (Shafqat, 2009). Moving forward to page 150, a discourse on the disparities between Pakistani and global cultures in terms of diversity ensues, emphasizing the imperative of acknowledging

diversity on a global scale (Shafqat, 2009). Page 152 delves into strategies aimed at enhancing diversity at the global level (Shafqat, 2009). Meanwhile, page 153 scrutinizes methods for fostering diversity in values within society (Shafqat, 2009). Lastly, on pages 154 and 155, lifestyle aspects conducive to fostering tolerance and diversity in society are elaborated upon (Shafqat, 2009).

Active citizenship

In the eighth chapter of the study guide, the focus shifts to responsible citizenship, as detailed on page 158. Here, simulation-based learning takes center stage, serving as a pivotal training technique aimed at preparing individuals for unforeseen disasters (McNamara, 2002). Furthermore, this chapter introduces a distinctive segment on organizing student-led special meetings and involving participants in physical activities modeled after the United Nations (UN) (McNamara, 2002). The chapter culminates with an exploration of public service messages, signature campaigns, community service initiatives, disaster management, and policy formulation for disaster preparedness (McNamara, 2002).

Discussion and Analysis

Pakistan is commonly recognized as an ideological state founded on the theory of two nations, which asserts the distinctiveness of Muslims from Hindus and advocates for a separate homeland where Muslims can freely practice their religion (Rashid & Shaheed, 1993). This ideology forms the bedrock of Pakistan's national identity and has a profound impact on its societal fabric (Ahmad, 2008). Geographically, Pakistan's strategic location at the crossroads of the East and West positions it to wield significant influence on global economic and political dynamics (Rashid & Shaheed, 1993). With its deep-sea ports like Karachi facilitating international trade, Pakistan stands poised to bolster its economy and emerge as a key player on the world stage (Rashid & Shaheed, 1993).

However, despite its religious uniformity, Pakistan grapples with internal diversity, stemming from differences in language, culture, and socio-economic development (Ahmad, 2003). The failure of ruling elites to address these disparities has fueled economic unrest, political dissent, and ethnic nationalism (Ahmad, 2003). Curriculum designers, in response, have increasingly turned to religious symbolism, particularly during the Zia regime, leading to a shift towards a more fundamentalist and militant educational environment (Chughtai, 2011). Efforts to cultivate a shared national identity have faced challenges due to conflicting ideologies, prompting revisions in the national curriculum strategy towards democratic pluralism (Lall, 2012). Yet, the emphasis in the curriculum often leans towards the acquisition of Islamic knowledge rather than fostering democratic participation and decision-making skills (Dean, 2005).

Recognizing the importance of nurturing diversity and promoting active citizenship, efforts are underway to reform the educational system. However, Pakistani textbooks still lack contemporary methods for effectively teaching national identity and citizenship, and teachers often lack the necessary qualifications and training (Mustafa & Norzaini, 2009). Addressing these shortcomings and fostering a pluralistic educational environment is crucial for promoting social cohesion and sustainable development in Pakistan (Abdullah, 2009). In conclusion, instilling national identity and active citizenship in Pakistani youth requires a comprehensive approach that embraces diversity, promotes critical thinking, and fosters inclusive participation in civic life. Only through concerted efforts to reform the educational system can Pakistan pave the way for a brighter, more harmonious future.

Key Findings:

Curriculum creation plays a critical role in shaping national identity and fostering active citizenship within Pakistani educational institutions.

The heterogeneous cultural landscape of Pakistan poses challenges to forging a cohesive national identity, leading to fluctuations in curriculum policies between democratic pluralism and Islamic nationalism.

Initiatives like the Single National Curriculum aim to promote diversity, inclusivity, and national cohesion within the curriculum framework.

Creative teaching techniques and stakeholder engagement are crucial in overcoming obstacles to curriculum development and implementation.

Learning from international experiences can provide valuable insights into effective curriculum strategies for promoting national identity and active citizenship.

Recommendations:

Emphasize principles of responsibility, cooperation, and tolerance in the curriculum to foster social cohesiveness and democratic citizenship.

Implement initiatives like the Single National Curriculum to promote diversity, inclusivity, and national cohesion while strengthening educational standards.

Encourage the use of creative teaching techniques to make the curriculum more engaging and effective.

Facilitate stakeholder engagement to ensure the curriculum reflects the needs and values of diverse communities.

Learn from international experiences and best practices in curriculum development to inform policy decisions and improve educational outcomes.

Focus on efficient policy implementation techniques to address educational inequalities and ensure equitable access to quality education for all.

Explore other curriculum subjects like gender representation and history to ensure a comprehensive approach to national identity formation and citizenship education.

Prioritize ongoing curriculum modernization and improvement efforts to adapt to changing societal demands and promote lifelong learning.

Conclusion

The study delves into the crucial role of curriculum development in shaping national identity and fostering active citizenship, particularly within Pakistani educational institutions. Schools serve as vital platforms for instilling principles such as responsibility, cooperation, and tolerance, essential for promoting social cohesion and democratic citizenship among students. However, Pakistan's diverse cultural landscape presents challenges in establishing a unified national identity, leading to fluctuations in curriculum policies oscillating between democratic pluralism and Islamic nationalism.

In response to these challenges, initiatives like the Single National Curriculum have been introduced to promote diversity, inclusivity, and national cohesion within the educational framework. Recommendations include the utilization of creative teaching methodologies, fostering stakeholder engagement, and drawing insights from international experiences to enhance curriculum development processes. Future research endeavors should focus on implementing efficient policy measures to address educational disparities and explore additional curriculum areas such as gender representation and historical narratives.

Ultimately, the study underscores the pivotal role of education in shaping individuals' perceptions of national identity and citizenship. It underscores the imperative of continuous curriculum modernization and improvement efforts to meet evolving societal needs and ensure inclusive educational practices that reflect the diverse fabric of Pakistani society.

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